



*California Alternate Performance Assessment*

*Communication DVD  
Training Packet*

*March 2003*



## *California Alternate Performance Assessment Communication DVD Training Packet*

<b>Item</b>	<b>Description</b>	<b>Page(s)</b>
• DVD Tips	Tips about how to use & navigate through the DVD	2
• Training Program	Recommendations for an individualized training program	3
• Examiner Training	Excerpts from CDE CAPA 'Training of Trainers' Powerpoint presentation <i>(full presentation available on the website)</i>	4 - 13
• Level I Flowchart	Visual summary - how to administer and score Level 1	14
• Level I Scoring	Text summary - how to administer and score Level I	15
• Level II-III-IV-V Flowchart	Visual summary - how to administer and score Level II-III-IV-V	16
• Core Adaptations	List of approved adaptations that can be utilized for any level student <i>(check the CAPA website regularly for updates)</i>	17
• DVD Sample Test Items	Key to the sample items on the DVD; includes complete text, and scores.	18 - 22

***CHECK THE CAPA WEB SITE REGULARLY  
FOR UPDATES & NEW INFORMATION***

<http://www.cde.ca.gov/spbranch/sed/capa/>



## DVD TIPS

### Stand Alone Player or Computer

- The “Splash Screen/Open” automatically starts to play when the DVD is inserted.
- Two very important buttons on the remote: *Title/Top Menu* and *Menu*. The *Title/Top Menu* takes you to the “Splash Screen/Open” and *Menu* takes you to the MAIN MENU.
- If there is a *Return* button on the remote, use it to return to the last Menu or Video.
- If there is a problem returning to the Main Menu, press the *Title/Top Menu* button (Splash Screen) and the *Menu* button immediately after.
- The CAPA HOW TO Module acts similarly to a Website. Each menu has a button in the upper left hand corner to return to the previous menu. (On a computer, rolling the mouse over a button turns the cursor into a finger)
- Subtitles are activated with SUBTITLES button on the remote control. As the video plays, press the button and the subtitles are active. Press it again and the subtitles disappear. By default, when the DVD is inserted, the subtitles are inactive. Also, returning to the “Splash Screen” or “Main Menu” will also render the subtitles inactive.

## *California Alternate Performance Assessment Communication DVD Training Program*

### FOR CAPA EXAMINERS

- Examiners **new to CAPA** should review all recommended sections, and browse for background, and other information, as needed.

- Examiners **with previous CAPA training** should review level(s) and examples they will administer.

#### I. Overview

##### On DVD view

- ✚ "Main Menu" -> view "CAPA Live Training" segment

##### In training packet refer to

- 'Examiner Training' pages 4-13
- 'Core Adaptations' page 17

#### II. Level I Training

##### On DVD view

- ✚ "Main Menu" -> "CAPA How To" -> "Level I"-> view "Training Partners" segment (if further explanation is needed also view "Passing it On" segment)

##### In training packet refer to:

- 'Level I Scoring' page 14
- 'Level I Flowchart' page 15 (may also view DVD animation "Level I Flowchart")

#### III. Level II-III-IV-V Training

##### On DVD view

- ✚ "Main Menu" -> "CAPA How To" -> "Level II-V"-> view "How to Score Level II-V" segment

##### In training packet refer to:

- 'Level II-III-IV-V Flowchart' page 16 (may also view on the DVD in "Level II-V" Flowchart" animation)

#### IV. Practice

##### On DVD view

- ✚ Examples for all Level(s) to be administered

##### In training packet refer to:

- 'Level II-III-IV-V Flowchart' page 16 (follow along and practice scoring sample tasks)
- "DVD Sample Test Items" pages 18-22 (read test tasks - and see scoring key for DVD examples)

### FOR PARENTS AND OTHERS

#### I. Background/Overview

##### On DVD view

- ✚ "Main Menu" -> "CAPA Explained" -> view all segments: "Background"; "What is CAPA"; "Who Takes CAPA"; "Who Gives CAPA"; and "IEP Meeting"

##### In training packet refer to

- 'Examiner Training' pages 4-13

#### II. Additional Information

Browse DVD and packet per interest/need  
(See examiner section above for details)

**CHECK THE CAPA WEB SITE REGULARLY  
FOR UPDATES & NEW INFORMATION**  
<http://www.cde.ca.gov/spbranch/sed/capa/>



# California Alternate Performance Assessment (CAPA)

## Examiner Training

CAPA web page:

[www.cde.ca.gov/spbranch/sed/capa](http://www.cde.ca.gov/spbranch/sed/capa)

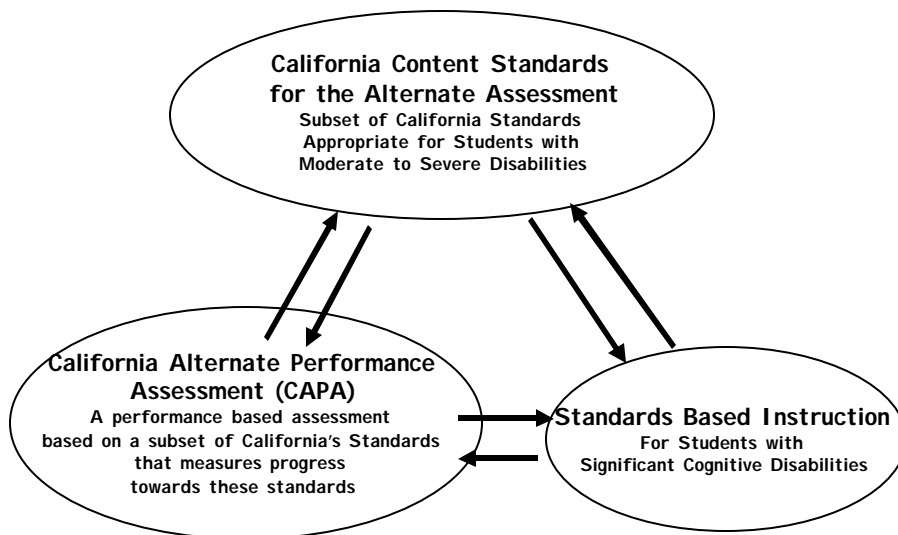
***THE FOLLOWING PAGES(4-13) INCLUDE  
POWERPOINT SLIDES ADAPTED FROM THE CDE  
'TRAINING OF TRAINERS' PRESENTATION.***

*(full presentation available on the CAPA website)*

## Standards-Based Curriculum for All Students

- Academic and functional skills viewed as a continuum rather than an either/or choice
- All students need functional skills
- Some learn functional skills in the home or from peers and some learn them incidentally
- Some need to have functional skills taught directly
- Functional Performance Indicators show progress toward the content standards

### Relationship between Standards, Assessment & Instruction



## **Who Administers or 2<sup>nd</sup> Rates the CAPA?**

### **REQUIRED**

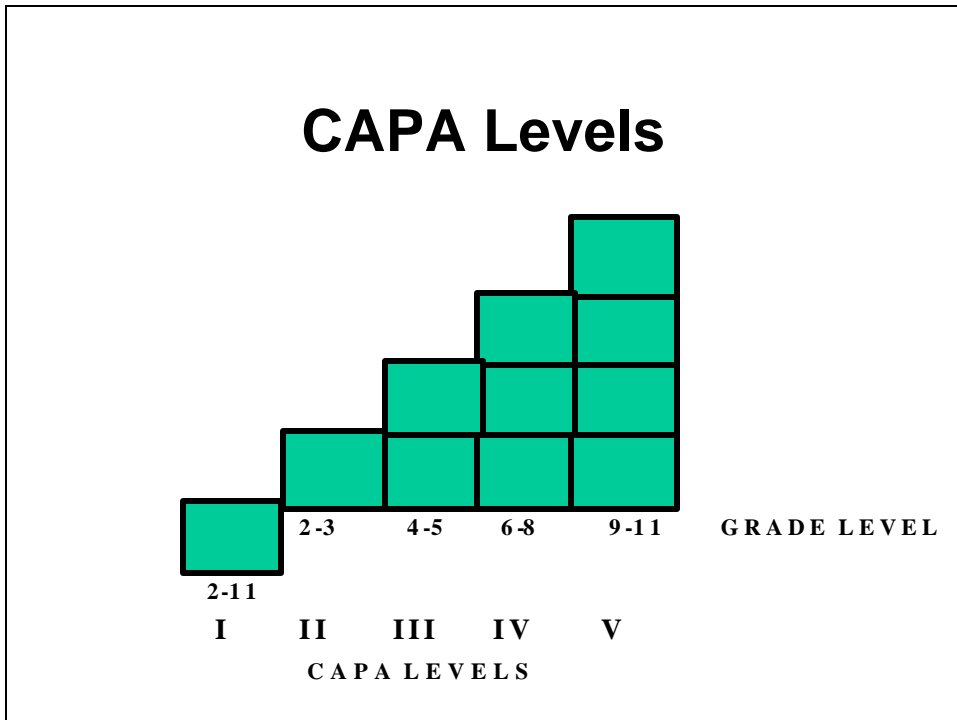
- Certificated staff (or licensed)
- Trained in CAPA administration
- Sign security affidavit
- Experience with CAPA population

### **DESIRED**

- Knows the student well

## **Developing Inter-rater Reliability**

- 2<sup>nd</sup> Rating – a second trained/certificated person observes and scores while the examiner administers
- 20% of the tests must be 2<sup>nd</sup> rated
- For schools that Pre-ID'd, ETS chooses students to be 2<sup>nd</sup> rated – 2 answer documents will be shipped for those students
- Only need to 2<sup>nd</sup> rate a single content area – English Language Arts or Math, but may do both
- At least one half of those students identified for the ☐ double rating should also be double rated in Health ☐ in addition to either ELA or Math ☐
- Estimated time from 10 to 30 minutes per student ☐ (per content area)



## Determining CAPA Level

**Most students eligible for the CAPA will take the level corresponding to their grade placement.**

Some students with complex, profound disabilities may be eligible for Level I, which gives the opportunity for students with the most significant disabilities to demonstrate their skills and independence.

### **Students eligible for Level I:**

- Are between the ages of seven and sixteen (grades 2-11) as of December 2.
- Have severe, pervasive disabilities.
- Function at the sensorimotor developmental stage of approximately 24 months or less.



## CAPA Test Materials Provided by ETS

- CAPA Administrative Manual
  - All levels are contained in one manual
  - Security/Certification affidavit
- Answer Documents
  - The same for all levels
- Stimulus card packet
  - All levels are included

## Preparing to Administer

- Organize the Examiner manual□
  - Index sections for your own use
- Determine which levels you are administering
- Complete Roster
- Prepare Answer Documents
  - fill-in info not pre ID'd      - redline column 5 if not level I
- Read test tasks for level(s) you will administer
  - Task preparations are in *italics* and cues/directions are in **bold**
- Prepare Stimulus cards
  - Find cards applicable to level(s) tested
  - Cut apart cards with multiple pictures or forms
  - Suggestion – sort in envelopes or plastic zip bags, and label
- Gather needed manipulatives and other materials
  - Plan for tasks that allow use of materials familiar and/or preferred by student
- Plan for core adaptations, as needed

## Preparing to Administer, continued...

- Testing Location
  - An area free from visual and auditory distractions
  - Space for materials and ability to record responses
  - Suggestions:
    - extra room if available (e.g. conference room, library, speech, resource pull-out, etc.)
    - area in classroom (e.g. behind dividers) or classroom station area
    - team with another class to share/alternate space
- Schedule testing – 10 consecutive school days during testing window
  - If possible, test early in the day
  - Avoid testing right before snack or meal times or after periods of intense activity
  - Administer one content area at a time
- Plan for students not testing
  - Partner with other teacher(s) to consolidate students
  - Provide alternate activity monitored by support staff (e.g. PE, prep teachers, paraprofessionals, etc.)
  - Rotate through stations (with teacher administering a CAPA content area in one station)
  - Inclusion/resource teachers can test during 'pull-out' time

## Preparing Students to Take the CAPA

- **Prior to testing think about what motivates students**
  - Consider intrinsic or extrinsic reinforcers.
    - Are they eager to please?
    - Do they enjoy 1-to-1 time with adults?
- **Explain to the student that they will be doing some activities**
  - might call them games or other terms typically used
- **Plan for student reinforcement needs**
  - Encourage good effort
  - Food or other primary reinforcer (e.g. favorite toy), may be used between tasks for effort
- **If administering Level I plan individual prompts**
  - Verbal vs. gestural
  - Model vs. physical

## **Administration Differences between Levels**

- Level I – a sequential 5-step scoring rubric that includes a prompting system to measure growth in independence and knowledge
- Levels II through V – a 4-step scoring rubric that includes scoring criteria specific for each test task (no prompting allowed)

## **Wait Times - All levels**

Wait time is the amount of time between when the examiner gives the cue/direction to when the student initiates or shows an indication that he/she is beginning the task.

*NOT*

The time it takes a student to complete the task  
(this is un-timed).

*Note: extending wait time is an  
allowable core adaptation*

### **Purpose of Wait Time - all levels**

- Not to penalize students but to ensure examiners have a consistent way of making sure students have adequate time to initiate a response.
- Without a standard wait time, some examiners may assume a student is not going to respond and move on to the next item.

### **Standard Wait Times - all levels**

- Depends upon the student's primary mode of communication
- Depends upon the demands of the test task
- 5 seconds for a verbal response
- 7 seconds for a physical response (e.g. when the cue says, "Show me . . ." or the student must activate a communication device)



## **Administering the CAPA Scoring Rubric for Level I**

- 5. Completes task without prompts**
- 4. Completes task with a verbal or gestural prompt**
- 3. Completes task with a physical or modeled prompt**
- 2. Attempts task**
- 1. Orients to task**
- NR No response**



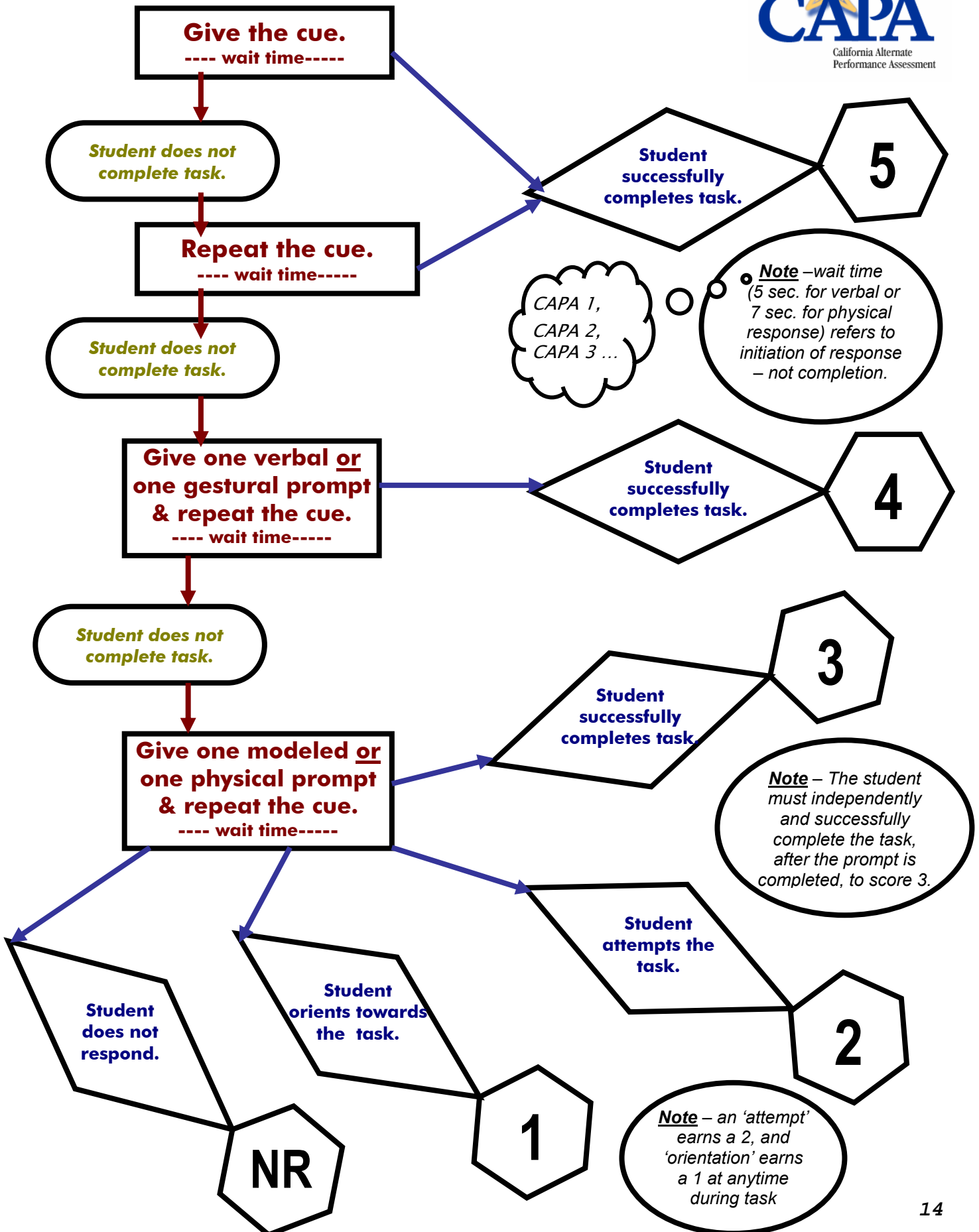
## **Administering the CAPA Scoring Rubric for Levels II-V**

- 4. Completes task with 100% accuracy**
- 3. Partially completes task (*scoring criteria*)**
- 2. Minimally completes task (*scoring criteria*)**
- 1. Attempts task**
- NR No response**

## **Practice, Practice, Practice**

- Select a training partner
  - Practice wait time
  - Review rubric and scoring flowchart(s) for Level(s) to be administered
  - Administer sample items to partner and provide feedback
  - Administer sample items to a student with partner providing feedback

# LEVEL I - SCORING FLOWCHART



## CAPA Level 1 Scoring

The scoring of Level 1 provides an assessment of the student's level of independence toward mastering the task. The student earns a higher score when he/she completes the task correctly after being given the standard cue or direction with no prompting. If prompting is necessary, the student's score is lowered after each prompt. Level 1 tasks must be administered in a sequential manner starting with a standard cue/direction and adding two prompts if necessary. The first prompt is a verbal or gestural prompt and then if necessary, the second is a physical or modeled prompt.

### LEVEL 1 Scoring Rubric

- 5 Completes task without prompts
- 4 Completes task with a verbal or gestural prompt
- 3 Completes task with a physical or modeled prompt
- 2 Attempts task
- 1 Orients to task
- NR No Response

### Definitions:

**Cue/Direction** – Exact words or actions used to elicit a response as designated in the administrative manual

**Prompt** – A signal to stimulate the performance of a task after the standard cue or direction failed to elicit a response

**Wait Time** – Time interval allowed before a student initiates a response. Allowable wait times: Five seconds when a verbal response is expected Seven seconds when a physical response is expected

### To earn a score of 5:

The student must complete the task after the standard cue or direction. The standard cue or direction may be repeated one time after an appropriate wait time if the student does not initiate the task. If the student successfully completes the task after the repetition of the cue or direction, he or she earns a score of 5.

### To earn a score of 4:

If the student does not respond after the standard cue or directions are given and repeated, the examiner should choose from allowable verbal or gestural prompts that have been known to be effective with the individual student. If the student successfully completes the task after one verbal or gestural prompt, he/she earns a score of 4.

Allowable verbal/gestural prompts:

- Provide phrases or gestures that encourage the student to start the task such as, "Try to do your best", "Keep trying," "What do you think?"
- Touch the student lightly on the shoulder to get attention, gently move the student's face to get eye-contact with the examiner.
- Provide a verbal or gestural prompt that signals the student to take the first step required to complete the task, without providing the actual answer, such as, "Pick up the \_\_\_\_\_" or pointing to the stimulus material and gesturing for the student to move toward the stimulus. Repeat the standard cue/direction after indicating the first step.

### To earn a score of 3:

If the student does not respond after a verbal or gestural prompt, the examiner may give a more intensive physical or modeled prompt. After giving the physical or modeled prompt, repeat the standard cue/direction. After the physical prompt or modeled prompt is done, the student must **independently** complete the task correctly to earn a 3.

Allowable physical or modeled prompts:

- Provide a forced choice (narrow the choices to 1 out of 2), if applicable to the task
- Model completion of the task
- Physically guide the student through the task
- Provide hand-over-hand guidance to complete the task.

### To earn a score of 2:

No additional prompting is done after the physical or modeled prompt. If the student attempts the task he/she earns a 2.

### To earn a score of 1:

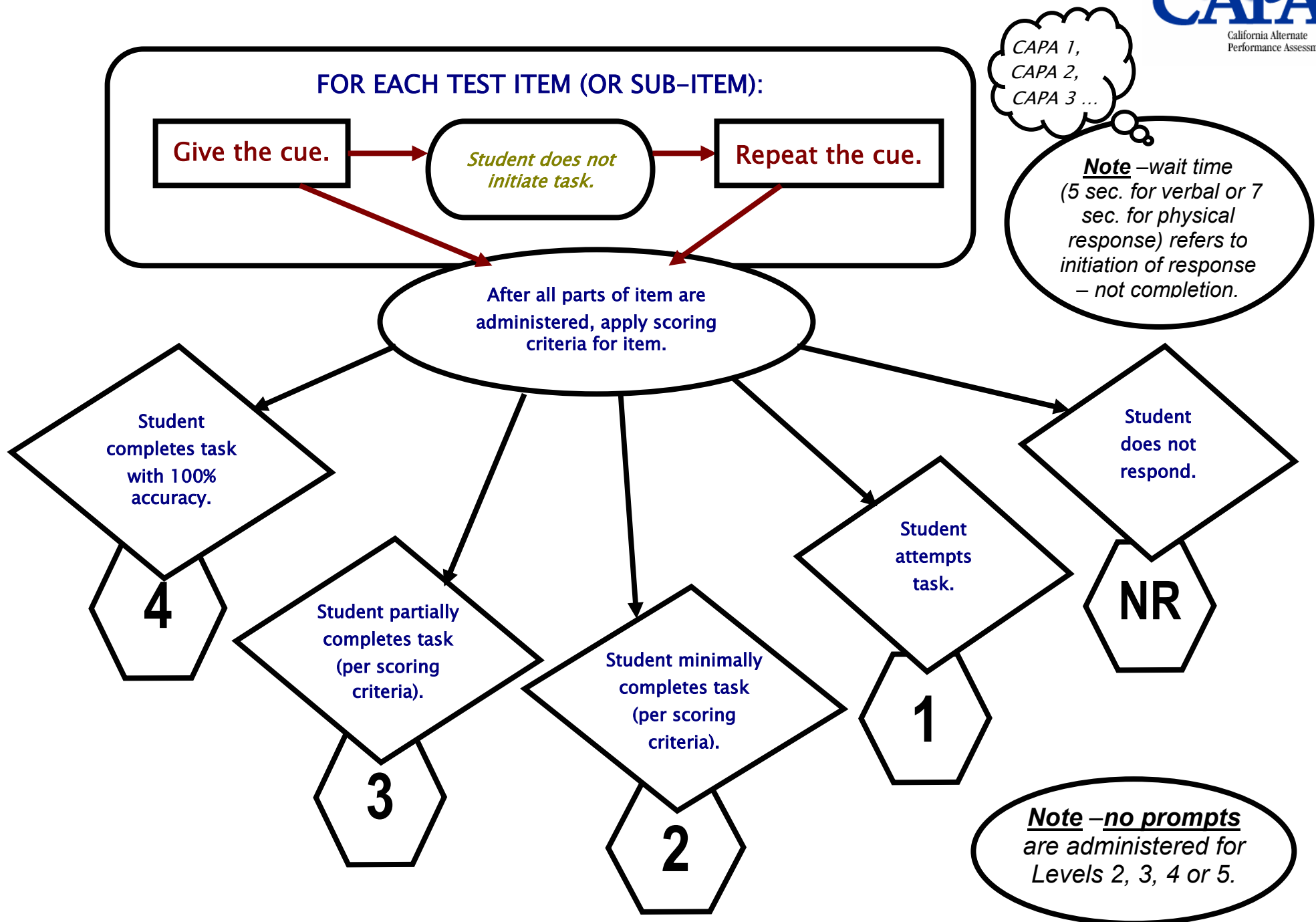
No additional prompting is done after the physical or modeled prompt. If the student's only response is to orient to the task, he/she earns a 1.

### No Response (NR) :

An NR rating can be given if the student makes no response and does not orient to the task. This rating can also be used when the student is unable to access the task, even with accommodations.



## LEVEL II-III-IV-V – SCORING FLOWCHART



How Do I Adapt Tasks to Address the Unique Needs of my Students?

Students eligible for the CAPA represent an extremely diverse and unique population. Without compromising the comparability of scores, adaptations are allowable on the CAPA to ensure the student's optimal performance. The CAPA includes two types of adaptations: 1) suggested adaptations for particular test tasks (these will appear in the Task Preparation) and 2) core adaptations that are applicable for many of the test tasks. The following summarizes the core adaptations that may be appropriate for many students across many of the CAPA tasks. The examiner should become familiar with and use these core adaptations whenever appropriate.

Core Adaptations
<ul style="list-style-type: none"><li>▪ As needed, enlarge pictures on stimulus cards.</li><li>▪ Substitute Braille, textured, or auditory materials (such as a sounder ball) for visual stimulus materials if such materials are used regularly by the student.</li><li>▪ As needed for students with visual impairments, cut the actual outlines of shapes and figures from stimulus cards.</li><li>▪ For students with visual impairments, cues such as "Show me" can be changed to cues such as "Tell me."</li><li>▪ Describe pictures as needed for students with visual impairments.</li><li>▪ Allow students with visual impairments to handle objects as needed.</li><li>▪ For students with visual impairments, substitute auditory materials (e.g., sounder ball) for visual materials as needed.</li><li>▪ Position manipulatives and stimulus cards in the way that the student will best perceive them.</li><li>▪ Place materials on a surface with a boundary so that they will not fall away or roll out of reach as a student uses them.</li><li>▪ Allow the student to use an augmentative communication device or communication system such as PECS in place of oral speech.</li><li>▪ Use ASL or manually coded English in place of oral speech when appropriate.</li><li>▪ Allow nonverbal students to respond with gestures, movements, or vocalization in place of speech.</li><li>▪ When appropriate, accept eye gaze as a way of indicating a response.</li><li>▪ Extend wait times if the student has difficulty initiating an activity.</li><li>▪ For students with significant motor impairment, accept a change in muscle tone or a change in facial expression as an observed behavior.</li><li>▪ If a student uses hearing aids or glasses, they should be worn during the assessment. Check the aids daily to make sure they are functioning properly.</li><li>▪ For students with motor impairments, position and stabilize the student so that the most controlled movement is possible.</li><li>▪ Structure the testing environment to eliminate distractions for students who are particularly distractible.</li><li>▪ Allow students with limited mobility to direct another in performing physical tasks.</li></ul>

Level I	English-Language Arts	Reading Comprehension	Follow 1-step written instructions.
Identify a picture/object/word cue.			
<p><i>Task Preparation: Place a ball, a block, and a toy car on surface, left to right from the student's perspective. The identification of each object is treated as a separate task with prompts if needed. The student's best performance is scored. For students with visual impairment, each object can be placed in the student's hands and placed back onto the surface indicating to the student where it is placed.</i></p> <p><b>Cue/Direction: Show me the car. Show me the ball. Show me the block.</b></p>			
(5) Completes task without prompts. (4) Completes task with a verbal/gestural prompt. (3) Completes task with a physical/modeled prompt. (2) Attempts, but does not complete task with prompts. (1) Orients to task. (NR) No response.			<p><u>Scores for DVD examples:</u></p> <p>'Joey' – 2</p> <p>Adaptation #1 – 5</p> <p>Adaptation #2 – 5</p> <p>Also, see 'Training Partners', &amp; 'Passing it On' DVD segments for examples w/ commentary.</p>
Level I	English-Language Arts	Listening	Listen Attentively
Orient in direction of speaker.			
<p><i>Task Preparation: Stand to one side of the student and call the student's name. The student should turn in the direction of the speaker. For students with hearing impairment, the examiner stands to one side of the student, then the examiner waves one hand in front of the student's face, then returns hand to signing position, then signs, "hello" to the student.</i></p> <p><b>Cue/Direction: (Student's first name or nickname)</b></p>			
(5) Completes task without prompts. (4) Completes task with a verbal/gestural prompt. (3) Completes task with a physical/modeled prompt. (2) Attempts, but does not complete task with prompts. (1) Orients to task. (NR) No response.			<p><u>Scores for DVD examples:</u></p> <p>'Cammie' – 3 (note – did complete task as evidenced by smile and head movement towards speaker after physical prompt)</p> <p>'Jennifer' – 1</p> <p>'Joey' – 5</p>

Level I	Mathematics	Number Sense	Identify 1 >/< & 10 >/< number
Identify more and less.			
<p><i>Task Preparation: Using 6 objects familiar to the student (all the same), place 5 objects to the left of the student and 1 item to the right.</i></p> <p><b>Cue/Direction: Show me which is more.</b></p>			
(5) Completes task without prompts. (4) Completes task with a verbal/gestural prompt. (3) Completes task with a physical/modeled prompt. (2) Attempts, but does not complete task with prompts. (1) Orients to task. (NR) No response.			<p><u>Scores for DVD examples:</u></p> <p>See 'Training Partners', &amp; 'Passing it On' DVD segments for examples w/ commentary.</p>

Level II	English-Language Arts	Reading Comprehension	Follow 2-step written instructions.
Follow community symbol directions.			
<i>Task Preparation: Place three cards with safety signs in front of student. Pause for response after each cue.</i>			
<b>Cue/Direction: Show me the picture that means don't walk. Show me the picture that means no bike riding. Show me the picture that means poison.</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> 'Kristi' – 2      'Tim' – 4 'Brigg' – 4      'Jordan' – 3

Level II	Mathematics	Number Sense	Identify 1 >/< & 10 >/< number
Match groups having equal numbers of objects..			
<i>Task Preparation: . Place three cards with 1, 2. and 3 black blocks on the surface six inches from the student. Hand the student another card with 2 black blocks on it. Hand the student another card with 1 black block on it. Hand the student another card with 3 black blocks on it.</i>			
<b>Cue/Direction: Show me which group has the same.</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> 'Kristi' – 4      'Brigg' – 4 'Tim' – 4      'Jordan' – 3

<b>Level III</b>	<b>English-Language Arts</b>	<b>Sight Word Reading</b>	<b>Understand that printed materials provide information.</b>
Identify environmental symbols/signs/cues			
<i>Task Preparation: Place cards with sunny, rainy, and windy days (in that order) on surface in front of student. Pause for response after each cue.</i> <b>Cue/Direction: Show me the windy day. Show me the rainy day. Show me the sunny day.</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> 'Shelby' – 4 Special 'Drew' – 4
<b>Level III</b>	<b>English-Language Arts</b>	<b>Reading Comprehension</b>	<b>Follow 2-step written instructions.</b>
Read and demonstrate single action words.			
<i>Task Preparation: Present student with three cards. Point to each picture and say "jump, run, sit. Present sit word card. Repeat for "jump" and then "run". Pause for response after each cue.</i> <b>Cue/Direction: Read this word. Match it to the picture.</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> 'Joey' – 4 'Shelby' – 4 Special 'Drew' – NR (1 <sup>st</sup> session) 1 (2 <sup>nd</sup> session)
<b>Level III</b>	<b>English-Language Arts</b>	<b>Listening</b>	<b>Understand and follow one- and two-step oral directions.</b>
Perform action to comply with 1 or 2 step directions(s)			
<i>Task Preparation: Place a tic-tac-toe grid in front of student. Give the student 5 cards with O's on them. Place a card with an X on the grid. Pause, and continue alternating turns – the cue "Now it's your turn." can be repeated for each turn if the student does not respond after 7 seconds.</i> <b>Cue/Direction: Let's play Tic-Tac-toe. I'll go first. Okay, now it's your turn. Put an O in one of the boxes.</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (takes 3-4 turns). (2) Minimally completes task (takes 1-2 turns). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> 'Shelby' – 4 Special 'Drew' – 2
<b>Level III</b>	<b>Mathematics</b>	<b>Number Sense</b>	<b>Identify 1 &gt;/&lt; &amp; 10 &gt;/&lt; number</b>
Demonstrate the ability to give more, or less.			
<i>Task Preparation: Give the student 5 coins. Hold one coin in your palm in front of the student. Pause for response after each cue.</i> <b>Cue/Direction: I have one coin. Give me one more. Give me one more. Now, give me two more.</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> 'Shelby' – 4 Special 'Drew' – 4

<b>Level IV</b>	<b>English-Language Arts</b>	Reading Comprehension	Follow 2-step written instructions.
Identify safety signs.			
<i>Task Preparation: Place cards with signs for poison, danger, stop, and Keep out in front of student. Point to poison. Repeat for each sign. Correct responses: poison – don't eat/drink, touch; danger – stay away; stop – stop, don't walk/drive; keep out – don't go in, stay away.</i>			
<b>Cue/Direction: . What should you do when you see this sign?</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2-3 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> 'Miriam' – 4 'Mary' – 3
<b>Level IV</b>	<b>English-Language Arts</b>	Reading Comprehension	Identify/use features of popular media.
Use printed material to obtain information on desired item (i.e. movie schedule, calendar, bus schedule, menu, grocery list)			
<i>Task Preparation: Place a current calendar page in front of student that includes at least two events. Pause for response after each cue.</i>			
<b>Cue/Direction: This is a calendar. What is the month? Show me the word Tuesday. What day is (fill in event on calendar)?</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> 'Mary' – 1 'Miriam' – 4
<b>Level IV</b>	<b>English-Language Arts</b>	Listening & Speaking	Apply appropriate interviewing techniques
Identify and relate work experiences/skills relevant to job			
<i>Task Preparation: Place cards with persons who work in the community on surface (in random order). Pause for response after each cue.</i>			
<b>Cue/Direction: Who can help you if you are sick? Who makes sure people don't break the law? Who can drive you to where you need to go? Who can sell you lunch?</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2-3 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> 'Miriam' – 4 'Mary' – 3

<b>Level IV</b>	<b>Mathematics</b>	Number Sense	Identify 1 >/< & 10 >/< number
Sort numbers into piles of ones and tens.			
<i>Task Preparation: Using realistic play money, place a \$1 and a \$10 bill on the surface in front of the student. Give the student a shuffled pile of 2 \$1.00 bills of and 2 \$10.00 bill.</i>			
<b>Cue/Direction: Put bills that are ones with the one dollar bill and bills that are 10's with the ten dollar bill.</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2-3 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> 'Mary' – 2 'Miriam' – 4

Level V	English-Language Arts	Reading Comprehension	Identify/use features of popular media.
Use printed material to obtain information on desired item (i.e. movie schedule, calendar, bus schedule, menu, grocery list)			
<i>Task Preparation: Place a current calendar page in front of student that includes at least two events. Pause for response after each cue.</i> <b>Cue/Direction: This is a calendar. What is the month? Show me the word Sunday. What day of the week is the 15th? What day is (fill in event on calendar)?</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (3 correct). (2) Minimally completes task (1-2 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> 'Ben' – 2 'Stephen' – 3 'Charlene' – 1

Level V	Mathematics	Number Sense	Identify 1 >/< & 10 >/< number
Identify the number after a given number.			
<i>Task Preparation: Pause for response after each cue.</i> <b>Cue/Direction: What number comes just after 7? What number comes just after 25? What number comes just after 16? What number comes just after 39?</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2-3 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> 'Ben' – 3 'Stephen' – 4 'Charlene' – 2



*Special Education Dept. / Studio E-3  
San Juan Unified School District*

***California Alternate  
Performance Assessment***

***Communication  
DVD***

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Videos Produced & Directed by  
JOSEPH PARENTE  
[JParente@sanjuan.edu](mailto:JParente@sanjuan.edu)

Project Coordinator  
JULIA ARREGUIN  
[JArreguin@sanjuan.edu](mailto:JArreguin@sanjuan.edu)

Produced entirely with students,  
teachers, & staff of  
SAN JUAN UNIFIED SCHOOL DISTRICT  
Sacramento, CA

***Produced at: STUDIO E-3 SJUSD / SECC***

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